The Relationship between Personality, Attitude, and Organizational Citizenship Behavior of Senior High School Teachers in Indonesia

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This research aims to determine the relationship between personality, attitude and behavior of secondary school teachers in Indonesia. Personalities include Big Five (BV), Emotional Intelligence (EI), Gender (G) and Age (A). While attitudes include Perception of Organizational Justice (POJ) and Organizational Commitment (OC) while Behavior is Organizational Citizenship Behavior (OCB). The sample is from 175 people. The results of the study showed that Personality (BV da EI) has positively related to attitude, while towards OCB, only BV was consistent, while EI will be significant to OCB if it passes POJ, while directly it is not significant. G and A are not significant to OCB and are inconsistent with their relationship to attitude. As well attitude has a significant relationship to behavior (OCB). Therefore, it is expected that school institutions should pay attention to teacher BV, both in recruiting, coaching and maintaining his performance. Besides that, schools need to pay attention to the school environment in order to provide good POJ, in order to increase the positive behavior of teachers in schools, besides that it is also necessary to motivate teachers (because the loading factor in the EI indicator is the lowest, 0.635 compared to the others).

Keywords: trait, organizational justice, commitment, citizenship behaviour, teachers

INTRODUCTION

Many experts have made organizational citizenship behavior (OCB) related themes the primary focal points of their studies in the past decade. As an illustration, during the last 3 years, OCB research has emphasized, for example, in relation to hospitals (Tuan, 2019, Jahani et al., 2018), IT Professionals (Jolanta, 2018), nursing profession (Yu et

al., 2018), construction project (Lim & Martin, 2017), and educational institutions (Akturan & Hulya, 2016, Parul, A, 2018, Nur Farhah & Fatimah, 2018, Cordeiro et al, 2019). Generally, such studies are conducted in many aspects from theoretical until applicative aspects.

Various studies on OCB, so far, have examined many aspects of the influence of several factors on OCB. For example, some researchers reported that OCB was influenced by personality and mental or mood conditions (George & Brief, 1992, Suci et al, 2018, Mortaza & Carol, 2019, Chandrasekara 2019), while Wayne et al. (1997) has reported the quality of superior-subordinate relations with OCB (1997), and its correlation to tenure has been reported by Sommers *et al*. (1996), and to gender (Lovell *et al*. 1999, Alizadeh 2012, Riffat-un-Nisa *et al.* 2018, Riana. S *et al*. 2018). The relationship of perceptions of organizational support and organizational justice towards OCB was studied by Liden *et al*. (1996), Wayne, *et al.* (1997), Moorman, *et al.* (1998), and Shapiro *et al*. (2002), Alizadeh (2012), the correlation of perception to the organizational climate, procedural justice and was carried out by Schappe (1998) and Moorman (1991), and Dipaola (2001). Thus, it is significant to study OCB more comprehensively, by looking at the various factors that influence it.

Moorman & Blakely (1995, Purba, 2004) stated that individuals who had high collectivistic values (*Big Five*) tended to create high OCB. One of the factors forming OCN is personality as the result of research undertaken by Sambung *et al*. (2012). Moreover, Organ (1990), Sambung & Iring (2014) argued that the individual's difference was a predictor playing a key role in the individuals so that they would show their OCB. The recent studies also revealed the similar result like those conducted by Zhou Jiang, et.al. (2017), Saraih, *et al.* (2017), Pooja et al (2019), Erna, *et al.* (2019).

Psychologically, people who have emotional stability (EI) will feel more optimistic about their ability to achieve goals, improve creativity, and decision-making skills, and be helpful Goleman (1997, 2013), Alwi (2011), Alizadeh (2012), Neal *et al.* (2016), Chao *et al.* (2019), Turnipseed (2018), Willis (2018).

Laschinger (2003) addressed that attitude in an organization is realized in the form of organizational commitment and trust to an organization. Such trust is perceived from perception as an interpretation of the organized message (Gibson *et al.,* 1992). Organizational justice is an individual's perception and reaction to justice in an organization (Greenberg, 1986) regarding the decision and decision-making process or others (Colquitt *et al*., 2001). Luthans (2011) explained that procedural justice significantly influenced OCB as stated by (Fatdina, 2007; Widyaningrum, 2009; Schappe, 1998; Zhou et al., 2017), the organizational justice positively influenced OCB (Paramitha, 2014; Khalid *et al*., 2014).

However, the other researchers found that procedural justice did not significantly affect OCB (Sabran *et al*., 2008). The other research published by Sjahruddin (2013) and Batool (2013), Bayu & Sudarma (2015) reported that organizational justice did not significantly impact on OCB. In another side, Kreitner & Kinicki (2005), Siti & Harnoto

(2018), Erna *et al*. (2019), stated that the better procedural justice felt by employees would improve their organizational commitment.

Meanwhile, research related to organizational commitment was carried out by Carson & Carson (1998), Morrison (1994), Organ (1990), Puffer (1987), O'Reilly & Chatman (1986), Bateman & Organ (1983), Kaihatu & Rini (2007), Akar, H. (2018). Elizabeth & Salim (2018), Zhou et al (2017), Cordeiro et al (2019), empirically showed that organizational commitment significantly influenced OCB. However, the other researchers also found the contrary result that organizational commitment did not considerably affect OCB like the study undertaken by Kaihatu & Rini (2007), and Su-Yung Fu (2000).

Although research on OCB have been carried out quite a lot in the last few decades, studies related to the teachers are still rarely conducted. Regarding education, OCB research is very crucial to develop because education is unique and different compared to other fields such as health or industry and business. In this case, teachers have an extremely essential job in deciding the progression or debacle of education at all levels and structures. Therefore, educational institutions need teachers who are highly committed, ready to help students as well as other coworkers. Teachers are also required always to be able and prepared to carry out other additional responsibilities.

A study conducted by DiPaola & Neves (2009) revealed that the OCB behavior of the teacher in public schools in the United States and Portugal affected organizational effectiveness. Zeinabadi (2011) that examined OCB and teachers at the school said that procedural justice had two pathways to promote teacher's OCB. First, it is through influencing teacher's trust and the second is affecting teacher's OCB through job satisfaction and organizational commitment. Likewise, Soner (2009) conducted a study related to teachers' OCB in Turkey and Bogler & Anit (2015) studied the teachers in Israel in regards to the connection between support in dynamic and OCB behavior. Rahmi (2013), Kaihatu & Rini (2007) examined the Senior High Schools in Indonesia and Makvandi et al. (2017) studied the relationship between organizational commitment, motivation, and OCB, the teachers in Iran, also in the last years, Akar (2018), Meyer, *et al*. (2019), Riffat-un-Nisa *et al*. (2018) in Pakistan, Parul (2018), Chandrasekara (2019), in Sri Lanka, Nur Farhah & Fatimah (2018) and Choong Yuen Onn, *et al.* (2018), in Malaysia. Unfortunately, those studies have not more fully and sequentially examined how the relation of self-sufficient factors (personality) (such as Gender, Age, Emotional Intelligence and Big Five, etc.) to attitudes (here is Perception of Organizational Justice and Organizational Commitment) towards behavior (OCB). Personality and emotions provided a lot of important information about a person's and interpersonal transactions with an organization (Lazarus, 1991), besides, seeing the individual's emotions of individuals in the organization would provide rich information about organizational strategies (Matthews *et al*., 2004), Schutte & Malouff, (2011). Meanwhile, Azwar (2007) stated that psychologically, there are stages in behavior namely internal factors (personality) that will determine attitudes, and someone's attitudes will determine their behavior. Therefore, a more comprehensive study that links various factors that

influence OCB behavior, and behavioral stages in the form of personality and attitude factors, is necessary.

Regarding the importance of a comprehensive study of the relationship between the teacher's personality, attitudes, and behavior, of Indonesia has unique characteristics that are not shared by other countries, especially the large population. The latest official government data, the number of high schools in Indonesia is 12,689, with the number of teachers as many as 283,223 teachers spread in 35 Provinces (BPS, 2016). The high school level is significant because this period is the stage towards the world of higher education and the work. Therefore, in this study, it was reported that the relationship between personality which included (Big Five, EI, Gender and Age) was expected to produce attitudes in the form (perceptions of organizational justice and organizational commitment) and their relationship to OCB behavior. Interestingly, this research directly examined a number of these factors for OCB and indirectly examined them through variables such as perceptions of Organizational Justice and Organizational Commitment.

LITERATURE REVIEW

OCB

OCB is an individual's behavior that tends to help and that behavior is not included in the formal standard description of their work (Organ, 1990, Kidwell et al, 1997; Jahagir et al, 2004). The behavior is voluntary, not included in the work requirements, it is a personal choice (Podsakoff et al. 2000, Ahdiyana, 2004), a positive and constructive social behavior (Kaihatu, 2007). Several dimensions of OCB, according to Marshall (1950 in Vigoda & Golembiewski (2001), Bolino, et al (2002), and Adhiyana (2004) have 3 main elements, namely obedience, loyalty and participation. According to Organ (1988) and Saptoani (2011), OCB has five aspects, namely: 1) Altruism, helping behavior that is intentionally carried out by someone within an organization, related to other tasks or problems; 2) Conscientiousness, related to timeliness, having better presence, wise in following company regulations; 3) Courtesy, to be aware and respectful of the rights of others; 4) Sportsmanship, related to behaviors such as avoiding small complaints, gossiping, and exaggerating problems; 5) Civil Virtue, responsible participation in policies of the organization.

OCB measurements are much sought as in Bateman and Organ's (1983) studies (in Turnipseed and Murkison (1996), in which they developed 30 question items. In Paola and Tschannen-Moran's study (2001, 2003), they developed one specifically for schools as a modification of Smith's et al. (1983) model, measured by the Five Point Scale (a five-point) or Likert Scale (Kaihatu, 2007).

The Big Five

Personality is defined as the overall way individuals respond and communicate with others (Robbins & Judge, 2008: 127). The number of personality traits and personality scales varies greatly (Goldberg in John & Srivastava, 1999). There are many concepts of personality, but in the past 20 years, two approaches are widely used, besides being able

to embrace the personality dimension it also provides practical guidance and can be used in making organizational management decisions. The two are the Myers-Briggs Type Indicator (MBTI) and the Big Five Model. Robbin said, the Big Five has more support and is more valid than the MBTI (Robbin, 2008: 132).

Dimensions of the Big Five Personality are: 1) Openness to New Experience (O), 2) Conscientiousness (C), 3) Extraversion (E), 4) Agreeableness (A), 5) Neuroticism (N) (Pervin, 2005).

The Big Five Personality measurement includes the Big Five Inventory (BFI), consisting of 44 items developed by John (1990), IPIP consisting of 50 items (Goldberg, 1992). There is also a shortened version, NEO PI-R/FFI (Costa & McCrae, 1995). In a study using the BFI (Big Five Inventory) approach, 25 items were used from the researchers' modification of the items above.

Organizational Commitment

Organizational commitment is a feeling and attitude held by an employee corresponding to the organization he works in (Riggio, 2008). It can also be identified as the circumstances in which an employee favors an organization and its objectives, plans to keep up participation or their enrollment (Robbins, 2001; Durkin & Bennet, 1999; Curtis & Wright, 2001; Jenifer & Gareth, 2002; Kreitner & Kinicki, 2005). An employee who has a good organizational commitment will be loyal, be seriously involved and make efforts for the good of the organization. Organizational commitment brings positive results such as high performance, low turnover rates and low absence rates (Luthans, 2006 in Rahmi, 2013). Many factors affect organizational commitment such as personality, job characteristics, work experience, age, gender, years of service (John & Taylor, 1999; Allen and Meyer, 1991 in Sopiah, 2008: 163-164).

Dimensions of Organizational Commitment

The dimensions of organizational commitment are introduced by many, such as Luthans (2006), Mowday, et al (1982 in Wulandari, 2015). However, the ones which are quite popular and widely used are from Tett and Meyer (1993), Meyer et al. (2002), Karakus and Aslan (2008), Aydogdu and Asikgil (2011). They suggested three dimensions of organizational commitment, namely 1) affective commitment: emotional connection, identification and employee involvement in an organization. 2) Continuance commitment, they will feel loss if they have to leave the organization, because they have invested enough in both energy and time. 3) normative commitment, they feel obliged and there is a necessity for them to stay there, because of value or otherwise (Meyer & Allen, 1991).

Perception of Organizational Justice

Perception is the experience about a subject, event, or relationship obtained by gathering information and interpreting messages (Rachmat, 1985; Mitchel, 1982; Gibson et al., 1992; Luthans 2006). Organizational justice is the individuals' perception of and reaction to justice in an organization. These perceptions include matters regarding the

fairness of decisions, decision making processes in organizations, and the influence of perceptions on behavior (Colquitt et al., 2001). Greenberg (1986) asserted that "what is fair is what brings about good for all". Lee et al (1999) stated that organizational justice is an evaluative appraisal of the suitability of the treatment of others. Organizational justice isn't a verifiable factor, more so an employee's impression of the organization (Beugre, 1998; Folger & Cropanzano, 1998). Many factors influence perceptions, such as experience, motivation, (Allport, 1955; Lerner, 1975), and personality (Norman, 1953; Maslow & Block, 1957; Rahmat, 1986).

Dimensions of Organizational Justice

Deustch (1985), Tornblom (1992), Beugrè (2002), Erdogan (2002), Spangenberg et al., (2001), and Damayanti (2003) mention three dimensions of organizational justice. 1) Distributive Justice, justice that a person receives as a result from allocation decisions, for example, salary standards. 2) Procedural Justice: Laventhal (1976) and Thibault & Walker (1975) state that justice is perceived as an allocation, for example, how a salary determination process is taken, whether it's fair or not. 3) Interactional Justice: Biacs (1987) and Bies & Moag (1986) state it as justice regarding the decision maker's interactional treatment of subordinates or employees (Cropanzano et al., 2000). In general, justice is described as a social situation when norms regarding rights and eligibility are met (Lind & Tyler, 1988).

Emotional Intelligence (EI)

Peter Salovey and Jack Mayer define EI as the capacity to perceive sentiments, reach and bring out emotions to enable the mind, to comprehend their feelings and implications, control those feelings inside and out so as to help emotional and intellectual development. Bar-On (in Stein, 2003: 30; Modasir & Singh, 2008) argues that EI is a series of abilities, competencies, and non-cognitive skills which affect one's ability to successfully cope with environmental demands and pressures. Gottman (1999: 2) explains that EI is about being aware of feelings, being able to empathize, control impulses, delay gratification, motivate yourself, and read other people's social cues. In general, it can be concluded that emotional intelligence is an ability possessed by an individual to be able to use their feelings optimally to recognize themselves and the surrounding environment. It is emotional intelligence that motivates us to seek our unique benefits and potential, also activate our deepest aspirations and values, changing them from what we think to what we live.

Dimensions of Emotional Intelligence (EI) According to Daniel Goleman

Generally, the dimension of Emotional Intelligence (EI) according to Daniel Goleman is divided into two, namely Personal Competence and Social Competence. Both of these generate 5 important points related to an individual's Emotional Intelligence.

Personal Competence is the ability to determine how we manage ourselves. It consists of 1) Self Awareness, which includes emotional awareness, self-assessment, self-confidence; 2) Self Control which includes Self Control, Trustworthiness, Vigilance, Adaptability, and Innovation. 3) Self-motivation: includes encouragement of Achievement, Commitment, Initiative, and optimism.

Social Competence is the ability to handle relationships. It consists of 4) Empathy, which includes points such as understanding others, service orientation, developing others, overcoming diversity, and political awareness. 5) Social skills: capabilities related to influence, communication, leadership, change catalysts, network binding, collaboration and cooperation, and team capabilities (Goleman, 2003: 42-43).

Gender and Age

Gender and age are considered because this is a factor that remains irreversible and influences the behavior of many of the variables above, ranging from OCB, the Big Five, organizational commitment, perceived organizational justice to emotional intelligence (although with a variety of different studies). There are findings that claim that there is an influence, others claim otherwise.

METHOD

This research was conducted in Pasuruan regency, Indonesia. Pasuruan consists of 24 districts which are divided into 341 desa (villages) and 24 kelurahan (subdistrict/urban communities) with Bangil as the capital. There are 43 high schools with approximately 1,162 teachers (Department of National Education's Data, 2017). This study uses the quantitative approach, specifically the non-experimental correlational descriptive design using surveys (Kerlinger, 1986; Creswell 2009). This study aims to determine the variables that influence (independent) and variables that are the results (dependent) and determine the nature of the independent variable and the expected effect.

Table 1
The Variable, Dimension and Questionnaire

No	Variable	Dimension	Questionnaire
1	OCB (Organ)	Altruism (OCB1), Courtesy (OCB2), Sportsmanship (OCB3), Conscientiousness (OCB4), Civic Virtue (OCB5)	Adapted from DiPaola & Tschannen-Moran (2003), Smith *et al*. (1983), Kaihatu & Rini (2007).
2	Big Five (McCrae & Costa)	Extraversion (BV1), Agreeableness (BV2), Conscientiousness (BV3), Neuroticism (BV4), Openness to New Experience (BV5), Self-Awareness (BV6)	Adapted from BFI (Big Five Inventory), John *et al*. (1991)
3	EI (Goleman)	Self-Awareness (EI1), Self Control (EI2), Self-Motivation (EI3), Empathy (E14), Social Skill (EI5).	Adapted from Emotional Competence Index (ECI) from Goleman (Shields & Warner, 2007, Septoani 2011).
4	Organizational Commitment (Meyer)	Affective Commitment (OC1), Continuance Commitment (OC2), Normative Commitment (OC3)	Adapted from Meyer & Allen (1991, 1993, and 1997, 2002)
5	Perception of Organizational Justice (Deutsch & Tornblom).	Distributive Justice (POJ1), Procedural Justice (POJ2), Interactional Justice (POJ3)	Adapted from Deutsch (1985) & Tornblom (1992), Colquit (2001).

Note:
OCB (Organizational Citizenship Behavior), OCB1 (Althruism), OCB2 (Courtesy), OCB3 (Sportmanship), OCB4 (Conscientiusness), OCB5 (Civic Virtue). EI (Emotional Intelligence, Emotional Intelligence), EI1 (Self -Awareness), EI2 (Self-Control), EI3 (Self-Motivation), EI4 (Empathy), EI5 (Social Skill). POJ (Perception of Organizational Justice), POJ1 (Perception of Distributive Justice), POJ2 (Perception of Procedural Justice), POJ3 (Perception of Interactional Justice). OC (Organizational Commitment), OC1 (Affective Commitment), OC2 (Continuance

Commitment), OC3 (Normative Commitment). BV (Big Five), BV1 (Extraversion), BV2 (Agreeableness), BV3 (Contientiousness), BV4 (Neuroticism), BV5 (Openness to New Experience).

With several considerations (area, representation, population and sample size), samples were selected based on proportionate stratified simple random cluster sampling. Data is taken based on the selection of subdistricts. This selection is based on representation and distribution of subdistricts in Pasuruan Regency. Preliminary research results indicate that there are 5 districts namely Bangil, Beji, Purwosari, Pandaan and Prigen with a total of 22 schools (out of 43 schools) and 677 teachers. After calculating the population representation by Gay (Umar, 2001), 175 high school teachers (out of 677 as mentioned earlier) were selected as samples from a proportional number of men and women in each district. This study used a questionnaire which was adapted from experts as mentioned in the table above. It was modified with approval and validation which was done with a pre-test of 30 people using Pearson correlation (Product Moment) r> 0.3 (Sugiono, 2001) and Cronbach's Alpha reliability test ≥ 0.6. The questionnaire utilizes the Likert scale scoring from 1 to 5, where 1 means firmly differ or 'strongly disagree' and 5 is unequivocally concur or 'strongly agree' with the favorable and unfavorable points. Inferential analysis was completed using SPSS 22 Statistics, Structural Equation Modeling (SEM), and Partial Least Square (PLS).

FINDINGS

Out of 175 respondents, the frequency of the male was 94 people (53.7%), and the female was 81 people (46.3%). Regarding the frequency of age description data, the age under 30 years old was 51 people (29.1%), the age of 31-40 years old was 89 people (50.9%); this category of age was the most significant number of frequency. Among 175 respondents, the frequency of 94 men (53.7%) and 81 women (46.3%) was obtained. Regarding the frequency of age description data, the respondents who had the age less than 30 years old were 51 people (29.1%), the age of 31-40years old were 89 people (50.9%), this age category was the highest frequency number. The respondents who had the age of 41-50 years old were 32 people (18.3%); those who had the age above 50 years old were only three people (1.7%). This case showed that the teacher-respondents were generally categorized as young, productive, and energic teachers.

Table 2
The description of research variable

Criteria	EI	OC	OCB	BV	POJ
Min	65	24	57	90	46
Max	90	45	80	125	75
Modus	86	35	80	103	60
Mean	81.74	36.95	71.39	107.76	63.43

Based on the descriptive analysis, the variable of Emotional Intelligence had a mean of 81.74 (high). The variable of organizational commitment (OC) had a mean of 36.95 (high). The mean of the variable of OCB was 71.39 (high). Big Five (BV) had a mean of 107.76 (high). Meanwhile, the variable of Perception of Organizational Justice had a mean of 63.43 (high). Based on these results, the teacher-respondents had good enough readiness to have extra-role (OCB) behavior.

Table. 3
The results of test of loading factor of each research variable

Variable	BV		EI		POJ		OC		OCB	
Loading Factor	BV1	0.852	EI1	0.790	POJ1	0.904	OC1	0.898	OCB1	0.735
	BV2	0.845	EI2	0.842					OCB2	0.811
	BV3	0.867	EI3	0.635	POJ2	0.920	OC2	0.849	OCB3	0.859
	Bv4	0.879	EI4	0.867					OCB4	0.802
	Bv4	0.824	EI5	0.702	POJ3	0.921	OC3	0.905	OCB5	0.800

The measurement model revealed that loading factors of all indicators were highly correlated. The Big Fives were BV1 of 0.852, BV2 of 0.845, BV3 of 0.867, BV4 of 0.879, and BV5 of 0.824. This case means that the diversity of BV variable was explained by the variable of BV1 (*extraversion*) of 85.2%, BV2 (*agreeableness*) of 85.5%, and also OCB (OCB 1 to OCB5), and so forth. The test of validity was done by convergent validity, by looking at the loading factor, AVE (Average Variance Extracted) > 0.5, and Communality> 0.9 and discriminant validity, by looking at the cross-correlation all of which were of good value. Meanwhile, to see reliability used reliability composite (> 0.85) and Cronbach's Alpha (> 0.8), (see table 4).

Table 4
The results of the test of validity and reliability

Variable	AVE	Commonality	Composite Reliability	Cronbach's Alpha
BV	0.729	0.729	0.931	0.907
EI	0.596	0.596	0.879	0.836
OC	0.782	0.782	0.915	0.860
OCB	0.644	0.644	0.900	0.862
POJ	0.837	0.837	0.939	0.903

Table 5
Summary of the results of the relationship between direct or indirect research variables

Exogen	Mediation 1	Mediation 2	Mediation 3	Endogen	direct	Indirect	Sig	Total
G				BV	0.065			0.065
G				EI	0.076			0.076
G	BV			POJ	0.043	0.004		0.082
	EI					0.035		
G	BV	POJ		OC	0.109*	0.006		0.118
	EI	POJ				0.003		
G	BV	POJ	OC	OCB	0.058	0.002		0.061
	EI	POJ	OC			0.001		
Age				BV	0.088			0.088
Age				EI	0.021			0.021
Age	BV			POJ	0.156*	0.041		0.200
	EI					0.003		
Age	BV	POJ		OC	0.152*	0.009		0.161
	EI	POJ				0.001		
Age	BV	POJ	OC	OCB	-0.003	0.002		0.000
	EI	POJ	OC			0.000		
BV				POJ	0.461*		Sig	0.461
BV	POJ			OC	0.310*	0.099*	Sig	0.409
BV	POJ			OCB	0.223*	0.119*	Sig	0.369
	POJ	OC				0.028*	Sig	
EI				POJ	0.160*			0.160
EI	POJ			OC	0.166*	0.034		0.200

EI	POJ			OCB	0.093	0.041*	Sig	0.144
	POJ	OC				0.010		
POJ				OC	0.214*			0.214
POJ	OC			OCB	0.258*	0.060*	Sig	0.318
OC				OCB	0.280*		Sig	0.280

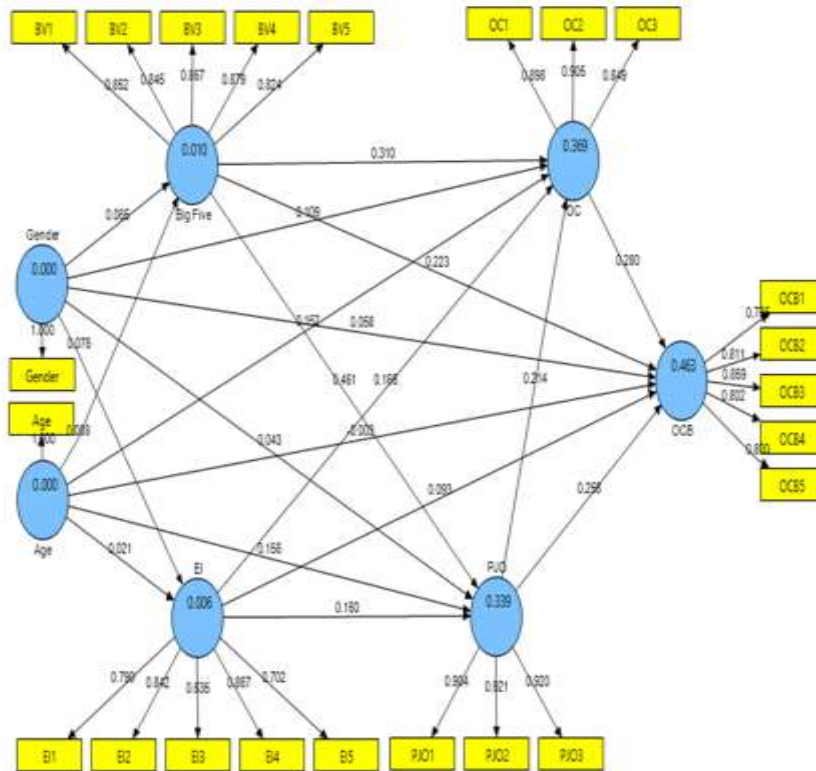Note* = *Significant, with the significant level of T Statistics > 1.96 (**α = 0.05**).*

Figure 1
Path analysis of research variable

From the results above we see that almost all relationships of Gender (G) produced a non-significant relationship, except G with OC. Although Age gave significant value to OC (Organizational Commitment) and Perception of Organizational Justice, it did not have a considerable impact on OCB. EI had a positive effect on OC and POJ, but it did not have a significant impact on OCB.

BV generally had a positive effect on OC and POJ, as well as OCB. The correlation of BV and POJ was significant, BV - OC (significant), BV - OCB (Significant), BV - POJ - OCB (Significant), BV - OC - OCB (Significant) and BV - POJ -OC - OCB

(Significant). Meanwhile, POs - OC - OCB (POJ - OC, OC - OCB, POJ - OCB), all were significant. This case met the theory. When Perception of Organizational Justice was high, it would stimulate Commitment (POJ - OC), and Organizational Commitment would encourage OCB (OC - OCB) behavior. This case means that OCB would increase if OC increased and this was due to the increasing POJ and increasing BV (High). EI - OC was significant; EI - POJ - OCB was significant, EI - POJ - OC - OCB was not significant.

Table 6
Summary of table of good of fit model of research variable

Latent Variable	R Square
Big Five	0.010
Emotional Intelligence	0.006
Organizational Commitment	0.369
OCB	0.463
Perception of Organizational Justice	0.339

$Q^2 = 1 - (1 - R_1^2) (1 - R_2^2) (1 - R_3^2) (1 - R_4^2) (1 - R_5^2)$ ➔
$Q^2 = 1 - (1 - 0.010) (1 - 0.006) (1 - 0.369) (1 - 0.463) (1 - 0.339) = 0.779$

The R-square of OC variable was 0.369 or 36.9%, meaning that the diversity of Organizational Commitment variables was explained by the variable of BV, EI, G, POJ, and Age by 36.9%' the remaining 63.1% was the contribution of other variables that were not discussed in this study, POJ (0.339) and OCB (0.463). The Q-Square predictive relevance was 0.779 or 77.9%. This case showed that the diversity of OCB variables could be explained by the overall model by 77.9%, while the remaining 22.1% was the contribution of other variables that were not discussed in this study (Table 5).

DISCUSSION

The Influence of Gender, Age, and Attitude on OCB

Table 4 presents men had more potential to commit and do OCB than women, even though the relationship was not significant. Besides that, although Age (A) gave significant values for OC and POJ, it did not have a substantial impact on OCB. Gender stereotypes occurred quite a lot including in the work environment and the behavior of OCB organizations. The results of whether Gender affected OCB were not always consistent. Beauregard (2012) stated that women are expected to do OCB as a routine part of their work, Farrell & Finkelstein (2007) reported that women are often considered to have a higher OCB level than men. However, in another study conducted by Jafari & Bidarian (2012), it did not affect; the one that influenced was that if their POJs were good at the organization, they caused OCB. Also, Geiger & Geiger (2018) reported that Gender was stuck on OCB if it passed or was mediated by OJPs. Meanwhile, the other studies carried out Age and Gender on OCB, as revealed by Akinbode (2011), Jafari & Bidarian (2012), Cameron (2013), Dewi & Perdhana (2016) stated that demographic variables (Gender and Age) were not necessarily valid as OCB predictors, and did not have a correlation with OCB. For Age variables on OCB, it was proposed not to see the Age was but the duration of working (because this case would

have a different impact). Those cases were possible because the era is quite modern so that the teacher's bias and professional boundaries have no significant effect on men or women.

The Influence of Personality on Attitude

In general, personality (BV, EI, G, and A) is positively related to OC, but not to POJ (except U, BV and EI). The better the personality and emotion (BV and EI) of a person would have an impact on how they perceived and interpreted it in an organized manner against the incoming stimulus (Gibson *et al.*, 1992). Perception is influenced by personal factors, personality, and so on (Rahmat, 1986: 64). This case is following Colquitt *et al.* (2001) stated that personality would affect POJ which was the individual's perception of organizational behavior in the form of distribution, procedural, and interactional justice in the organization.

When organizations provide employees with what is promised and valued by them, employees will respond in the form of positive attitudes and behaviors (commitment, job satisfaction, no intention to leave the organization and ordinary behavior). They will also side with the organization and its objectives and intend to survive and maintain membership and help an organization to achieve its goals (OC). This case is also in accordance with previous research conducted by Fatdina (2007), Ince and Gul (2011), Sjahruddin (2013), Batool (2013), Bayu & Sudarma (2015), Bhargava (2008), and Khan *et al.* (2018).

OC is one of the work attitudes; it reflects a person's feelings (likes or dislikes) on the organization where he/she works. OC is also an individual's orientation towards organizations that includes loyalty, identification, and involvement, and it is an active relationship orientation between individuals and their organizations. This orientation results in individuals at their willingness to provide something in the form of support for achieving organizational goals (Robbins & Judge, 2013).

Big Five which is a positive personality character will support someone in having attitude and behaving towards the organization. This case is in accordance with the previous ones such as Mathieu and Zajac (1990), Dunham *et al.,* (1994), Steers (1977), who found that personality influenced organizational commitment, also Seniati (2006), Haryati (2006), Kappagoda (2013), also (Sambung & Irving, 2014) the examined BV and OC of English teachers.

The Influence of Personality on OCB

If teachers' BV is good, in general, they will be easy to get along with, have a friendly attitude, be not easy to complain, be ready to help others and so on. All those things will have an effect on behavior in the form of willingness to consciously and voluntarily work, contribute more than the role formally demanded by the organization (OCB). This case is consistent with several previous studies conducted by George & Brief (1992) arguing that one's willingness to help others was also influenced by mood (EI and Big Five), as well as by Barrick & Mount (1991), stating that the BV (extraversion) dimension was the primary determinant in social behavior. Therefore, individuals with

extraversion characters will display more flexible behaviors that make them more likely to show OCB.

Individuals with extraversion characters were more involved in OCB because they were more responsive to the social environment and more open to criticizing others (Organ *et al.,* 2006). Conscientiousness was one of the most important personality traits in predicting OCB (Elanain, H.A, 2007, Hurtz & Donovan 2000; Organ & Ryan 1995; Kumar 2009). Openness was the most critical personality trait in predicting OCB (Elanain, H.A, 2007). According to Moorman & Blakely 1995, individuals with high collectivistic values would tend to do OCB behavior. Meanwhile, Salwa & Rinandita (2017) gave evidence that the Big Five influenced OCB from the five dimensions of his personality.

Besides, Hofstede (1991, 2004) also addressed that Indonesia respectfully values collectivism, notwithstanding the qualities of Indonesians who maintain fellowship and support (Koentjaraningrat, 1990) with its characteristics such as mutual cooperation, a social solidarity formed because of assistance from other parties, for personal interests or group interests so that there is a loyal attitude of each citizen as a whole (Sudrajat, 2014). This case will create a kind of social exchange (Blau, 1964; Fung *et al.,* 2015), which is expected in the organization, so that they are easy to help, act outside their obligations, and work descriptions. Meanwhile, the relationship between EI and OCB was expected to produce positive and significant like the others, but it was positive but not significant (the T-Statistics was 1.594 <1.96, with direct coefficient of 0.093). How could this happen? Goleman, stated that EI consists of two significant competencies, namely, personal/individual and social competence. Personal competence consists of: 1) Self Awareness or mindfulness; 2) Self Control or poise, that includes a) self-control, managing emotions, and destructive heartbeat), b) Maintaining the norms of honesty and integrity, alertness, adaptability, etc; 3) Self-Motivation that includes encouragement of achievement, encouragement to be better or meet the standards of work and success), Commitment and adjustment to the target group or company), initiative and readiness to take advantage of opportunities, as well as optimism, persistence in realizing control goals from obstacles and failures. Social Competence which consists of 1) Empathy, namely understanding other people, feeling the perspective of others, and showing a spark in their hobbies, purposefully lending a hand, recognizing and trying to meet other's needs, overcoming diversity, the ability to grow opportunities with plenty of socialization, etc.; 2) Social Skills (Goleman, 2003: 42-43).

We can see that the constructors forming the EI in this study were dominated by Self Control (0.842) and Empathy (0867), while self-motivation was low that was only (0.635). It means that even though they had a good Emotional Intelligence, but intelligence was based on self-control and empathy which did not cause a significant boost to behave in organizations in the form of OCB. Ibrahim (2013) saw the contract of self-motivation was the most dominant and had the most substantial influence on EI (see also Jen Ling Gan, 2018). 2) Even though they had a high collectivity and cooperation habits that were part of the habit of helping, but this case was done not for achievement, encouragement of social exchange, the main component of OCB, but it only relied on

the average of feeling not good if it was not together, did not want to be different or wrong (self-control) and empathy.

The Influence of Personality on Behavior through Attitude

The relationship of BV - POJ - OCB obtained a t-statistic result in 3.138 (significant and positive) with an indirect coefficient of 0.119. The better POJ consisted of perceptions of decisions, decision-making processes, and others (Colquit *et al*., 2001), where the perception is a person's subjective factor (Beugre, 1988; Folger & Cropanzano, 1988). This case was caused or influenced by people's personality (Norman, 1983; Maslow & Block, 1957; Micheal, 1982; Grace, 1986; Shi *et al.,* 2009, Robbin & Judge, 2011) that would cause them to behave positively towards the organization. This behavior takes the form of willingly and voluntarily working and contributes more than the role formally demanded by the organization. This case is in line with research carried out by Schappe (1988), Widyaningrum (2009), Jafari & Bidarian (2012), Paramitha (2014), Khalid *et al.* (2014), Salwa (2017), Naiemah, *et al.,* (2017), Shah & Halim (2018), and Chandrasekara (2019).

Meanwhile, the relationship between EI - POJ – OCB produced T-Statistics of 2.255 and the indirect coefficient of 0.041* (Positive and Significant). EI is the individuals' ability to organize their emotions (Mayer & Salovey, 1997). Therefore, people with high EI will be able to understand themselves, others, and their environment well, and can use their emotions to improve behavior and attitudes towards more positive, more motivated, and satisfied things, and also overcome the problems of work environment and health (Matthews *et al.,* 2004; Wong et *al.,* 2005; Lalatendu, 2017). EI also reduced work stress and directed high performance (Bar-On *et al.,* 2006; Druskat *et al.,* 2006) and organizational success (Mount, 2006). Mikolajczak *et al.,* (2008) reported that EI helped to moderate the effects of unfair treatment or organizational injustice on individuals. With high EI, there would not be much complaining (Mayer *et al.,* 2000), even offering help or encouragement to others. A person who had high EI tended to be compassionate (Ciarocchi *et al.,* 2000) and easily fit in with an organizational perspective and do things for the good of the organization (Abraham, 1999). EI was related to job satisfaction and other positive behaviors in the organization (Dormann & Zapf, 2001; Gerhart, 2005; Heller *et al.* 2002; Staw *et al.* 2005; Robbins, 2005, Bighami 2013).

With a good EI, the POJ as a perception of institutional justice in the form of distributive, procedural and interactional justice perceptions, tended to be more positive, and this would affect individual' behavior in the way of conscious and voluntary work and contribute more than the formally required role by his organization. This case is in accordance with the joint research on POJ that would influence OCB executed by Kreiner & Kinicki (2005), Luthan (2006), Jafari & Bidarian (2012), Paramitha (2014), Khalid (2014), Fatdina (2013), Schappe (1988), and Widyaningrum (2009). The relationship between BV - POJ - KO – OCB or the effect of Personality on OCB through Attitudes resulted in t-Statistic of 2.049 (significant and positive) with an indirect coefficient of 0.028. POJ produced OCB (0.258 *), then POJ produced KO (0.214 *), then KO produced OCB (0.280) behavior. This case is consistent with other

studies such as Leow & Khong (2009), Hassan (2014), Crow *et al.* (2011), Dehkordi *et al.* (2013), Suhermin, (2014), Siti & Harnoto (2018).

When an organization was kind, the employees would respect and trust, and they would conduct social exchanges (Blau, 1964) in the form of replying to it in positive attitudes such as commitment, achieving organizational goals, and being loyal to the organization. This case is consistent with what stated by (2008), Khan *et al.* (2018). Besides, an attitude (OC) was influenced by personality (BV) according to the study of Leephaijaroen, S (2016), etc. Among the four personality variables (BV, EI, U, and G), it appeared that only BV which gave a consistent explanation, while EI would impact only through the POJ. BV, generally, had a positive impact on KO and POJ, as well as OCB. The relationship of BV - POJ was significant, BV – KO was significant, BV - POJ - OCB as significant, BV - KO - OCB was significant, and BV - POJ - KO – OCB was significant.

CONCLUSION

Based on the results of this study, it can be seen that personality factors (BV and EI) were positively related to attitudes, while towards OCB, only BV that was consistent (direct or indirect), while EI would be significant to OCB only when passing POJ. Meanwhile, G and U were not significant towards OCB and inconsistent concerning attitude. Also, attitude variables had a significant and positive relationship with OCB. This case showed that good teachers are those whose hearts (personality) have the attention and desire to help both students, coworkers, and other people inside and outside of school. This case happens if they find suitability in choosing a job as a teacher namely freelance, teaching and educating and being interested in the field of education and teaching, wanting to develop and practice science and to participate in teaching the Indonesian people, even though the salary obtained as a teacher is relatively small. Therefore, personality factors (BV and EI) need to be considered both in recruitment and coaching as well as maintaining teacher's performance. Besides, the school needs to motivate the teacher, since the teacher's motivation seems less with the loading factor of only EI3 (0.635). Also, the educational institutions should create an environment and atmosphere so that they can be perceived and trusted which will lead to POJ and KO, and OCB. It is proposed in subsequent studies to link OCB with the order of occurrence of behavior (in the form of individual factors, attitudes, and behavior), because in many studies linking those psychological factors and also sociological factors (social-exchange) are considered very rarely conducted.

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